UNITED
NATIONS

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Economic and Social
Council

Distr.
GENERAL

E/1990/7
1 December 1989

Original: ENGLISH

First regular session of 1990

IMPLEMENTATION OF THE INTERNATIONAL COVENANT ON ECONOMIC, SOCIAL AND CULTURAL RIGHTS

Second periodic reports submitted by States parties to the Covenant concerning rights covered by articles 13 to 15, in accordance with the third stage of the programme established by the Economic and Social Council in its resolution 1988 (LX)

Note by the Secretary-General

1. In accordance with article 16 of the International Covenant on Economic, Social and Cultural Rights, the States parties to the Covenant undertake to submit reports on the measures which they have adopted and the progress made in achieving the observance of the rights recognized therein. All reports shall be submitted to the Secretary-General, who shall transmit copies to the Economic and Social Council for consideration in accordance with the provisions of the Covenant. The Secretary-General shall also transmit to the specialized agencies copies of the reports, or any relevant parts therefrom, from States parties to the Covenant which are also members of those specialized agencies, in so far as those reports, or parts therefrom, relate to any matters which fall within the competence of the said agencies in accordance with their constitutional instruments.

2. Under article 17 of the Covenant, the States parties to the Covenant shall furnish their reports in stages, in accordance with the programme established by the Economic and Social Council. Reports may indicate factors and difficulties affecting the degree of fulfilment of obligations under the Covenant. Where relevant information has previously been furnished to the United Nations or to any specialized agency by any State party to the Covenant, it will not be necessary to reproduce that information, but a precise reference to the information so furnished will suffice.

GE.89-18782/2238a

3. As provided for under article 17 of the Covenant, the Economic and Social Council, by its resolution 1988 (LX) of 11 May 1976, established the programme under which the States parties to the Covenant were requested to furnish, in three biennial stages, the reports referred to in article 16 thereof.

4. By the same resolution, the Council invited the States parties to the Covenant to submit to the Secretary-General, in conformity with part IV of the Covenant, and in accordance with the programme mentioned above, reports on the measures that they had adopted and the progress made in achieving the observance of the rights recognized in the Covenant, and to indicate, when necessary, factors and difficulties affecting the degree of fulfilment of their obligations under the Covenant. Further, the Council decided that the reports on the rights included in the first stage of the programme (articles 6 to 9) should be transmitted by 1 September 1977 and the reports on the subsequent stages at biennial intervals thereafter (i.e., articles 10 to 12 by 1 September 1979, and articles 13 to 15 by 1 September 1981).

5. By its decision 1985/132, the Council decided, while maintaining the biennial programme for initial reports submitted under article 16 of the Covenant, to prolong by one year the periodicity of reporting for second and subsequent periodic reports.

6. The Committee on Economic, Social and Cultural Rights, established in accordance with Council resolution 1985/17 and entrusted by the Council with the task of monitoring the implementation of the International Covenant on Economic, Social and Cultural Rights, will hold its fourth session at Geneva from 15 January to 2 February 1990. In accordance with the methods of work established in Council resolution 1979/43 and in subsequent decisions and resolutions, the Committee will consider the reports submitted by States parties in the order in which they have been received by the Secretary-General. The Committee will submit to the Council a report on its activities, including a summary of its consideration of the reports submitted by States parties, and will make suggestions and recommendations of a general nature on the basis of its consideration of those reports and of the reports submitted by the specialized agencies, with a view to assisting the Council to fulfil, in particular, its responsibilities under articles 21 and 22 of the Covenant. The representatives of the reporting States are entitled to be present at the meetings of the Committee when their reports are examined, to make statements on the reports submitted by their States and answer questions which may be put to them by the members of the Committee.

7. In accordance with the programme established by the Council in resolution 1988 (LX) and its decision 1985/132, second periodic reports on rights covered by articles 13 to 15 of the Covenant were due on 1 September 1989 from the following 21 States parties, which had already submitted their initial reports on rights covered by those articles: Australia, Bulgaria, Byelorussian Soviet Socialist Republic, Chile, Colombia, Cyprus, Czechoslovakia, Denmark, Finland, German Democratic Republic, Germany, Federal Republic of, Hungary, Mongolia, Norway, Poland, Romania, Spain, Sweden, Ukrainian Soviet Socialist Republic, Union of Soviet Socialist Republics and United Kingdom of Great Britain and Northern Ireland. Annex I below contains the list of initial reports and supplementary information, if any, submitted by the above-mentioned States parties, as well as the summary records of the meetings at which those reports and the supplementary information were considered.

8. In a note verbale dated 18 May 1989, the Secretary-General brought to the attention of the States parties which had submitted their initial reports on articles 13 to 15 of the Covenant the provisions of articles 16 and 17 of the Covenant, as well as the relevant provisions of Council resolution 1988 (LX). He transmitted to them the general guidelines for second periodic reports on articles 13 to 15 of the Covenant, drawn up by the Secretary-General in co-operation with the specialized agencies concerned, in accordance with paragraph 8 of Council resolution 1988 (LX), and requested them to submit their second periodic reports on those articles by 1 September 1989. The general guidelines drawn up by the Secretary-General for second periodic reports on rights covered by articles 13 to 15 of the Covenant are reproduced in annex II to the present document.

9. By the same note verbale, the States parties listed in paragraph 7 above were also informed that, in accordance with the revised programme of reporting established by Economic and Social Council resolution 1988/4 of 24 May 1988, and the schedule of reporting drawn up by the Secretary-General in consultation with the Chairman of the Committee, their third periodic reports on articles 1 to 15 of the Covenant were to be submitted in one consolidated document by 30 June 1994.

10. The second periodic reports on rights included in the third stage of the programme (rights covered by articles 13 to 15 of the Covenant) submitted by the States parties mentioned in paragraph 7 above will be issued as addenda to the present document.

Annex I

INITIAL REPORTS AND SUPPLEMENTARY INFORMATION SUBMITTED BY STATES PARTIES TO THE COVENANT CONCERNING RIGHTS COVERED BY ARTICLES 13 TO 15

State party	Document containing the initial report	Document(s) containing the discussion
Australia	E/1982/3/Add.9	E/1982/WG.1/SR.13 and 14
Bulgaria	E/1982/3/Add.23	E/1983/WG.1/SR.11, 12 and 13
Byelorussian Soviet Socialist Republic	E/1982/3/Add.3	E/1982/WG.1/SR.9 and 10
Chile	E/1982/3/Add.40	E/C.12/1988/SR.12, 13 and 16
Colombia	E/1982/3/Add.36	E/1986/WG.1/SR.15, 21 and 22
Cyprus	E/1982/3/Add.19	E/1983/WG.1/SR.7 and 8
Czechoslovakia	E/1982/3/Add.18	E/1983/WG.1/SR.6 and 7
Denmark	E/1982/3/Add.20	E/1983/WG.1/SR.8 and 9
Finland	E/1982/3/Add.28	E/1984/WG.1/SR.7 and 8
German Democratic Republic	E/1982/3/Add.15 and Corr.1	E/1983/WG.1/SR.5 and 6
Germany, Federal Republic of	E/1982/3/Add.14	E/1982/WG.1/SR.17 and 18
Hungary	E/1982/3/Add.10	E/1982/WG.1/SR.14
Mongolia	E/1982/3/Add.11	E/1982/WG.1/SR.15 and 16
Norway	E/1982/3/Add.12	E/1982/WG.1/SR.16
Poland	E/1982/3/Add.21	E/1983/WG.1/SR.9 and 10
Romania	E/1982/3/Add.13	E/1982/WG.1/SR.17 and 18
Spain	E/1982/3/Add.22	E/1983/WG.1/SR.10 and 11
Sweden	E/1982/3/Add.2	E/1982/WG.1/SR.19 and 20
Ukrainian Soviet Socialist Republic	E/1982/3/Add.4	E/1982/WG.1/SR.11 and 12
Union of Soviet Socialist Republics	E/1982/3/Add.1	E/1982/WG.1/SR.11 and 12
United Kingdom of Great Britain and Northern Ireland	E/1982/3/Add.16	E/1982/WG.1/SR.19, 20 and 21

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Annex II

GENERAL GUIDELINES FOR SECOND PERIODIC REPORTS ON ARTICLES 13 TO 15 OF THE INTERNATIONAL COVENANT ON ECONOMIC, SOCIAL AND CULTURAL RIGHTS

prepared in accordance with Economic and Social Council resolution 1988 (LX)

A. States parties to the Covenant are expected to submit their second periodic reports concerning the rights covered in articles 13 to 15 of the Covenant in accordance with the programme set forth in Economic and Social Council resolution 1988 (LX) and decision 1985/132 on the periodicity of reporting. As stated in articles 16 (1) and 17 (2) of the Covenant, States parties are invited to report on "the measures which they have adopted and the progress made in achieving the observance of the rights recognized" in these articles, and to indicate any factors and difficulties affecting the degree of fulfilment of their obligations under these articles.

B. In the preparation of their second periodic reports, States parties are invited, in particular, to follow the order of headings suggested in the general guidelines for the preparation of their initial reports on the implementation of articles 13 to 15 of the Covenant (text attached). However, information provided under each of those headings should concentrate especially on the following:

(1) Any new legislative or other measures adopted since the submission of the initial report to give effect to the rights recognized in articles 13 to 15 of the Covenant and, in particular, developments regarding basic programmes and institutions which have taken place during the reporting period;

(2) Any changes made or proposed with regard to laws, regulations and practices affecting the exercise of the rights recognized in articles 13 to 15;

(3) The extent to which effective progress has been made during the reporting period in achieving the observance of the rights recognized in articles 13 to 15 as a result of the enactment or modification of legislation, or as a result of collective agreements and court decisions;

(4) Factors and difficulties affecting the degree of realization of the rights recognized in articles 13 to 15;

(5) Replies to questions raised and observations made in the Sessional Working Group of Governmental Experts of the Economic and Social Council during the consideration of the intial report;

(6) Comments on matters arising out of the consideration of reports submitted by specialized agencies, in accordance with article 18 of the Covenant, on the progress made in achieving the observance of the rights recognized in articles 13 to 15;

(7) Action taken as a result of the co-operation and dialogue with the Sessional Working Group of Governmental Experts subsequent to the consideration of the initial report.

C. Where relevant information has previously been submitted in tne initial report or has been furnished to the United Nations or to a specialized agency - for instance, in reports under the relevant instruments of the United Nations Educational, Scientific and Cultural Organization (UNESCO) - it will not be necessary to reproduce this information; a precise reference to the information so furnished, preferably with indications of the relevant documents, will suffice.

D. It will be appreciated if copies of the principal laws, regulations, collective agreements and court decisions mentioned in the second periodic report are attached.

E. In accordance with paragraph 2 of Council resolution 1988 (LX), the States parties are requested, in reporting on the rights covered by articles 13 to 15, to give particular attention to the matters dealt with in parts I and II - articles 1 to 5 - of the Covenant.

UNITED
NATIONS

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Economic and Social
Council

Distr.
GENERAL

E/1990/7/Add.1
23 October 1989

Original: ENGLISH

First regular session of 1990

IMPLEMENTATION OF THE INTERNATIONAL COVENANT ON ECONOMIC, SOCIAL AND CULTURAL RIGHTS

Second reports submitted by States parties to the Covenant concerning rights covered by articles 13 to 15, in accordance with the third stage of the programme established by the Economic and Social Council in its resolution 1988 (LX)

Addendum

FINLAND */

[30 August 1989]

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*/ The initial report submitted by the Government of Finland concerning rights covered by articles 13 to 15 of the Covenant (E/1982/3/Add.28) was considered by the Sessional Working Group of Governmental Experts at its 1984 session (see E/1984/WG.1/SR.7-8).

GE.89-18117/1928a

INTRODUCTION

Since the 1983 report, there have been extensive reforms in the field of education. As to cultural legislation, the most significant development is a new Museum Act. Reference to the copyright legislation has been added to article 15, paragraph 1 (c).

For a more complete survey of the development of Finnish education, reference is made to the reports sent every two years to the International Bureau of Education, the most recent one being Development of Education 1986-1988, Finland (see annex below).

I. ARTICLE 13. RIGHT TO EDUCATION

A. Principal laws, administrative regulations, collective agreements, court decisions and other arrangements relevant to the right of everyone to education in its various aspects

Comprehensive School Act (476/83)

Upper Secondary School Act (477/83)

Act on Upper Secondary Evening Schools (478/83)

Municipal School Administration Act (479/83)

Act on Vocational Institutions (487/87)

B. Measures taken to promote the full realization of the rights of everyone to education with a view to achieving the full realization of this right

Section 2 of the Comprehensive School Act particularly emphasizes the enhancement of everyone's right to education: "Instruction and other activities in the comprehensive school shall be so arranged that they provide the pupils with the necessary preparedness with a view to the development of personality, society and working life, choice of vocation and further studies, living surroundings and protection of nature, national culture and national values, international co-operation and the promotion of peace, and equality between the sexes."

The reply covers items 1 to 6 of the question.

C. Right to primary education

1. See the reply to the previous question (cf. Development of Education 1986-1988, pp. 4-5).

2. One hundred per cent.

3. The entire comprehensive school is free to all (grades 1 to 9).

4. No special difficulties.

D. Right to secondary education

1. Act on the Development of Secondary Education (1978) (cf. Development of Education 1986-1988, pp. 5-12).

2. Act on the Development of Secondary Education (1978) and related decrees, plans of implementation and development programmes. The entire secondary education system (upper secondary school and vocational education) was reformed during the period 1982-1988.

3. See the reply to the previous question.

4. Regional equality and equality between the sexes have proved to be difficult to achieve.

E. Right to higher education

1. General and specific measures have been taken to make higher education equally accessible to all on the basis of personal capacity:

- Act on the Development of Higher Education (1052/86);
- Decision by the Government on the development of higher education in 1988-1991, 25 September 1986;
- Act on Teachers' Training (844/73);
- Decree on Teachers' Training (593/73).

The acts and decrees concerning individual universities and other institutions of higher education define eligibility for admission in the institutions concerned.

2. Reference is made to the first periodic report.

3. Reference is made to the first periodic report.

F. Development of the school system

1. For the system of adult education, see Development of Education 1986-1988, pages 113-127.

G. Development of the school system

Comprehensive School Act (476/83)

Upper Secondary School Act (477/83)

Act on Upper Secondary Evening Schools (478/83)

Municipal School Administration Act (479/83) and relevant decrees.

One of the leading principles in the development of the comprehensive school and the upper secondary school are decentralization and increase in the powers of local (municipal) authorities.

Vocational education

Act on Vocational Institutions (487/87)

Act on Financing of Vocational Institutions (494/83)

Act on the Social Benefits of Vocational Students (498/83)

See Development and Education 1986-1988, pages 10-12, 18-19 and 23-26.

Study material

Reference is made to the first periodic report.

H. Establishment of an adequate fellowship system

1. Reference is made to the first periodic report.

I. Improvement of the material conditions of teaching staff

1. State Civil Servants Act (755/86)

Comprehensive School Act (476/83)

Act on collective agreements for State civil servants (664/70)

Act on the bargaining rights of holders of State posts and positions (82/43)

State collective wage agreement

Act on the pensions of officials and workers within the municipal administration (202/64)

Act on the municipal collective wage agreement (669/70)

The general municipal collective wage agreement.

2. Reference is made to the first periodic report.

3. Reference is made to the first periodic report.

J. Liberty of the legal guardian to choose instruction

1. Comprehensive School Act (476/83), sections 83 and 84

Upper Secondary School Act (477/83), sections 50 to 54

Act on Upper Secondary Evening Schools (478/83), section 21 and relevant decrees

Act on Vocational Institutions (487/87), section 22 and relevant decrees.

The wording of the acts concerned is essentially the same as indicated in the first periodic report, except as far as religious instruction (2) and language instruction are concerned.

2. The Act on Freedom of Religion provides: "If religious instruction in primary schools, secondary schools or other educational institutions maintained by the State is given in accordance with a certain religious denomination, a pupil who adheres to another religion, or who does not adhere to any religion, shall, by request of his/her legal guardian be exempted from such religious instruction."

Comprehensive School Act and Upper Secondary School Act provide: "Three or more pupils, who under the Act on Freedom of Religion have been exempted from religious instruction at school, will receive instruction in the history of religion and ethics instead of religious instruction. Whenever, on the basis of the Act on Freedom of Religion, at least three students of the same denomination have been exempted from religious instruction and if their legal guardians demand instruction in their own religion, the school shall provide such instruction."

3. According to the Comprehensive School Act, the comprehensive school shall provide religious instruction in accordance with the denomination adhered to by the majority of the pupils.

As for the language of instruction, according to the Constitutional Act, Finland is a bilingual country whose official languages are Finnish and Swedish (cf. the previous report, p. 7, the paragraph on foreign-language schools). The Saami language enjoys a special status. According to the Comprehensive School Act, Saami-speaking pupils shall, as far as possible, have instruction in their mother tongue. Regarding Finnish-speaking and Swedish-speaking children, the Comprehensive School Act states: "If in the (school) district of the child there is no comprehensive school where instruction is given in the child's mother tongue, he/she may be admitted to a comprehensive school of his/her own language in another district, or to a comprehensive school of another language in his/her own district."

K. Liberty to establish and run educational institutions

1.-2. See the reply to paragraph J.

II. ARTICLE 14. PRINCIPLE OF COMPULSORY EDUCATION, FREE FOR ALL

1. See Development of Education 1986-1988, pages 5-6.

III. ARTICLE 15. RIGHT TO TAKE PART IN CULTURAL LIFE AND TO ENJOY THE BENEFITS OF SCIENTIFIC PROGRESS AND THE PROTECTION OF THE INTERESTS OF AUTHORS

A. Right to take part in cultural life

1. Under the new Museum Act (1146/88) passed in 1988, government support of museums is statutory as of 1 December 1989.

The administration of constructed environment was transferred from the Ministry of Education to the Ministry of the Interior on 1 March 1988.

As regards the other items, reference is made to the first report. The Central Arts Committee should read "Arts Council of Finland".

B. Right to enjoy the benefits of scientific progress and its applications

Reference is made to the first periodic report.

C. Right to enjoy the benefits of protection of the interests of authors

The first report, submitted in 1983, should be complemented by the following information.

Copyright legislation is an important part of technical development and economic progress. The protection of creativity is increasingly important in a modern society. Copyright is one of the economic bases of cultural life, welfare of cultural workers and cultural industries.

Copyright Act (404/61)

Act on Rights to Photographic Pictures (415/61)

Copyright Decree (495/61)

Finland is a party to the Berne Convention, the Universal Copyright Convention, the International Convention for the Protection of Performers, Producers of Phonograms and Broadcasting Organizations, and the Convention for the Protection of the Producers of Phonograms against the Unauthorized Duplication of their Phonograms.

Finnish copyright legislation is undergoing revision. During the last few years, special attention has been paid to technological development. New regulations have been introduced on reprographic reproduction, home taping of audio-visual works and phonograms and cable distribution of broadcasts. The main focus in the revision is to be placed on the impact of information technologies, reproduction of phonograms and audio-visual works and the position of different groups of beneficiaries of copyright.

D. Steps taken for the consideration, development and diffusion of science and culture

Reference is made to the first periodic report.

E. Right to freedom of scientific research and creative activity

1. The following introductory sentence should be added: "Each university enjoys freedom of scientific research, which is guaranteed by legislation from the time of its establishment. This also applies to every scholar and scientist in that university."

For other items, reference is made to the first periodic report.

F. Encouragement and development of international contacts and co-operation in the scientific and cultural fields

Reference is made to the first periodic report.

Annex

Reference documents */

- Development of Education 1986-1988, Finland

  Reference Publications 14, Ministry of Education, Helsinki, 1988, page 132

- Compilation of Copyright Legislation of Finland.

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*/ These documents, submitted by the Government of Finland in English, are available for consultation in the United Nations Centre for Human Rights.

UNITED
NATIONS

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Economic and Social
Council

Distr.
GENERAL

E/1990/7/Add.2
20 November 1989

Original: ENGLISH

First regular session of 1990

IMPLEMENTATION OF THE INTERNATIONAL COVENANT ON ECONOMIC, SOCIAL AND CULTURAL RIGHTS

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Addendum

SWEDEN*

[18 September 1989]

* The initial report submitted by the Government of Sweden concerning rights covered by articles 13 to 15 of the Covenant (E/1982/3/Add.2) was considered by the Sessional Working Group of Governmental Experts at its 1982 session (see E/1982/WG.1/SR.19-SR.20).

GE.89-18539/2154a

SECOND SWEDISH REPORT ON ARTICLES 13, 14 AND 15 OF THE INTERNATIONAL COVENANT ON ECONOMIC, SOCIAL AND CULTURAL RIGHTS SUBMITTED IN ACCORDANCE WITH ARTICLES 16 AND 17 OF THE COVENANT

I. GENERAL

1. The present report deals with the implementation in Sweden of articles 13, 14 and 15 of the Covenant from 1981 and onwards. The figures and capital letters which appear in the following part of this report correspond to the headings appearing in the general guidelines for reports on articles 13-15 of the Covenant, prepared in accordance with resolution 1988 (LX) of the Economic and Social Council.

2. The initial report by the Swedish Government concerning the implementation of those articles was submitted on 16 July 1981 (see doc. E/1982/3/Add.2).

II. ARTICLE 13 OF THE COVENANT

A. General

3. As stated in the initial report, the right to education is laid down in the Constitution. The 1962 School Act (skollagen) has been replaced by the 1985 School Act, which came into force on 1 July 1986. The new legislation is mainly the result of a revision of the structure and language of the old Act. An important novelty is, however, that the new Act includes regulations concerning the education of mentally disabled children in special schools (särskola). Corresponding rules were previously included in the 1967 Act on the Care of Mentally Disabled Persons. The rules of the 1985 School Act which concern mentally disabled children are described in section C below.

4. The 1971 School Ordinance has been subject to an extensive revision. Rules concerning the nine-year compulsory primary school are now to be found in the 1988 Primary School Ordinance (grundskoleförordningen) Secondary (upper) school is regulated in the 1987 Secondary School Ordinance (gymnasieförordningen). The 1971 School Ordinance now contains mainly rules concerning school staff.

5. The 1984 Act on the Education of Adults came into force on 1 July 1985. The law is supplemented by inter alia the 1985 Ordinance on the Education of Adults. A separate law, the 1986 Act on Elementary Education in the Swedish Language for Immigrants, regulates the obligation for the municipalities to arrange education in the Swedish language for immigrants. For further information on the contents of these laws see section F below.

B. Co-operation between teachers, parents and students

6. Aiming at further strengthening the contacts and co-operation between parents and teachers, the duty of information and consultation placed upon the school headmaster - mentioned in the initial report - is since 1 July 1989 included in the Primary School Ordinance. The ways in which this co-operation is to take place are to be decided locally.

7. As of 1 July 1989, the Secondary School Ordinance stipulates that the School Conference, a body composed of school staff and students, has the right to make decisions on issues of great importance to the students such as guidelines for the purchase of school-books. Five of the 10 members of the School Conference shall be students. Students also take part in the work of a school's Safety Committee, which deals with questions concerning the working environment. A planned revision of the Act on Working Environment will further increase the influence of the students.

8. Since the fiscal year 1985/86, funds have been allocated to stimulate cultural activities within the school sphere. The purpose has been to increase and deepen the cultural elements in school activities and also to establish and strengthen the interaction between schools and the cultural life outside schools. The venture has been appreciated both in schools and in cultural circles. More than 4,000 projects have been started in different parts of the country.

9. The Parliament has recently decided on new principles concerning the division of responsibility and decision-making within the school area. The principles involve increased local responsibility in the school area, development from governing by rules to governing by purpose, better evaluation of the activities, stronger local management, better information about what the goals of the school activities are and more efficient supervision of the activities. The Government is at present preparing the implementation of the parliamentary decision.

C. Right to primary education (including lower secondary education)

10. As stated in the initial report on article 13 the Swedish law protects the right of everybody who is resident in Sweden to obtain school education, and, at the same time, it provides for nine years' compulsory school attendance. Since the initial report was submitted, there have been no major changes in the legal provisions concerning primary education as such.

11. As stated in section A above, the 1985 School Act includes rules concerning the education of mentally disabled children. The law stipulates that children who are unable to attend primary school are to be accepted in special schools for the mentally disabled (särskola). This school form is - as is the ordinary primary school - compulsory, and pupils are expected to attend it for 10 years. The compulsory school attendance ceases at the latest at the end of the spring term during the year when the pupil turns 17 years old. Students in special schools for the mentally disabled have, however, a right to education until the age of 21. In order to be able to complete an education which has already been started, a student is able to attend a special school until the age of 23.

12. Approximately 11,500 students attend special schools for the mentally disabled. At the primary school level, there are primary special schools and training schools. On a higher level, there are vocational special schools where the students are given vocational education, vocational training and activity training. The State supplies most of the funding to cover staff salaries. The county councils or municipalities that are not part of a county council area are responsible for the special schools for the mentally disabled. With the permission of the Government, a county council can turn the responsibility for a special school over to a municipality within its

area. Since several county councils are planning to accomplish this, the Government has recently appointed a committee to look into the question of who should be responsible for special schools for the mentally disabled.

13. Pupils who are unable to attend primary school on account of being visually handicapped, deaf, having impaired hearing or a speech defect also have a compulsory school attendance amounting to 10 years. There are eight State managed special schools (specialskola) in Sweden for these pupils.

14. Special provisions have been made for the education of the Sami population. On several occasions the Parliament has stated that the Sami, as long as they themselves wish, shall have the option of two equal alternatives of education, i.e. Sami schools and ordinary primary schools. There are six Sami schools where children are taught in both the Swedish and the Sami languages from grade one to six. Approximately 150 pupils attend Sami schools.

15. Since the school year 1983/84, the Sami education is integrated with the senior level of the ordinary primary school in one of the municipalities in the north of Sweden. The Sami School Board has, since the school year 1988/89, at its disposal certain funds to enable it to arrange for integrated Sami education at ordinary primary schools in co-operation with the municipalities. This means that the Sami pupils are enrolled in primary schools and are taught special Sami subjects separately. During the first period, about 70 Sami pupils took part in such an integrated education.

16. Students of Sami origin, who choose to be educated at the ordinary primary and secondary schools, have a right to instruction in their own language.

D. Right to (upper) secondary education

17. The development as far as secondary school education is concerned is characterized by inter alia a successive increase in the number of available places for students. The total number now amounts to approximately 115 per cent of the number of applying 16-year-olds. During 1988, a total of 88 per cent of this age group was admitted directly to the secondary school after having completed the primary school. The percentage was less than 80 in 1980. Older applicants are also admitted. Two circumstances explain why the portion of students directly admitted to the secondary school education is not larger even though the number of places for students, exceeds the number of applying 16-year-olds. First, in small municipalities classes can never be altogether filled up. Second, a large number of students apply for admission to course programmes that are not to be expanded due to the situation on the labour market.

18. The educational capacity has increased also in the sparsely populated areas of the country. In order to uphold the principle that everybody should, as far as possible, have the same opportunity to obtain education, a special time schedule system has been introduced. This means that deviations are made from the ordinary time schedule in order to allow for more flexibility. In this way students may study particular subjects although the population of pupils is small. Schools in these areas have also been allocated more resources.

19. Legislative measures, for instance changes in the School Act, have made the municipalities responsible for providing all youngsters under the age of 18 with either education, vocational training or work. The purpose is to provide by different means young people, who have completed the nine year compulsory school, with a regular education or a steady job. Now applicants under the age of 18 have priority when applying for admission to the secondary school. This has led to a situation where a greater part of these age groups than before are provided with at least two years of secondary school education.

20. Since the initial report was submitted, a separate secondary school for deaf students and for those with defect hearing has been established.

21. Due to modern society undergoing rapid development, especially in the field of technology, problems arise out of the need to continuously adjust the educational system and the course programmes in such a way that both the interests of society and indivuduals are well suited. State funds are allocated in order to promote and modernize vocational and technical education. A reform programme which aims at a higher flexibility and a modernization of primarily the vocational education is now under preparation.

E. Right to higher education

22. The Swedish system of higher education has been described in a report submitted in April 1989 to the UNESCO European Centre for Higher Education (CEPES). a/ Some of the more important changes are mentioned below.

23. Since the initial report under the Covenant was submitted, the availability of higher education has been increased due to decentralization of education and changes in the principles of admission. Two new units of college education have been established. There are now 35 such units. There are plans to further decentralize higher education by creating still a few more units in different parts of the country.

24. In 1988, the Parliament decided on changes in the admission system, which are to come into force in 1991. The new rules are governed by the principle that the student's suitability for the studies shall be decisive. The selection will be made on the grounds of grades and a special test. The test (högskoleprovet) will be designed to show a person's ability to fulfil the requirements of the proposed study plans.

25. The new admission system also involves changes concerning admission of students who have been educated abroad. Immigrant students, refugees, students from other Nordic countries and Swedish students who have been educated in foreign countries will to a greater extent be placed side by side with applicants who have had their previous education within the Swedish school system. The previous education and qualifications in the form of grades will then be evaluated and compared to what is required of students having a Swedish education. The rule limiting the number of students who do not have Swedish as their mother tongue to 10 per cent of the total number of students will be abolished.

26. Higher education is available for all regardless of social background and sex. A long-term objective is to make all use the opportunities provided for by higher education. Social distinctions and distinctions related to sex are still very evident in the choice of higher education. The same differences

that appear in the primary and secondary school systems are also apparent in the field of higher education. As a goal for equality between the sexes, the Government has stated that both sexes should each represent at least 40 per cent of the students in all educational fields. This goal has not by far been reached yet. Although the proportions of both sexes in higher education as a whole are rather even, recruitment to particular educational fields is very uneven. In 70 per cent of the general study areas either men or women represented less than 40 per cent of the students.

27. For information on the financial support provided to students engaged in higher education, see section H below.

F. Right to fundamental education

28. The new Act on the Education of Adults (see section A above) contains a general provision to the effect that municipalities and county councils shall act in order to give adults access to education. It also contains elementary rules concerning certain forms of education for adults, i.e. primary education for adults, general and vocational municipal education for adults and education at State schools for adults. These regulations substitute certain directions previously encompassed by ordinances concerning the different forms of education.

29. The Act on the Education of Adults has been altered with effect from 1 July 1988. The alterations established a new form of education - education of mentally disabled adult persons (särvux). The new education serves the same purpose as adult education for persons who are not mentally disabled.

30. According to the 1986 Act on Elementary Education in the Swedish Language for Immigrants, every municipality is responsible for providing basic education in Swedish for immigrants above the age of 16. The education aims at giving general knowledge of the Swedish language and the Swedish society. It is to be offered as soon as possible after the immigrant's arrival in Sweden.

G. Development of a system of schools

31. As is clear from sections A to F above, Sweden has a long since established system of schools at all levels.

H. Establishment of an adequate fellowship system

32. Through alterations in the 1973 Act on Financial Study Assistance and the Ordinance on Financial Study Assistance, in force from 1 January 1989, the financial student support system has been partly revised. The changes include a raise in both the part of the financial support that is granted and the part that has to be paid back. In 1989, each student can receive a total amount of 47,406 SEK per year of which 33,446 SEK are repayable. A new system of repayment related to the former student's income has also been introduced. Finally, the possibilities of obtaining financial student support when studying abroad have been considerably improved.

I. Improvement of the material conditions of teaching staff

33. The information offered in the initial report on this subject still applies.

J. Right to choice of school

K. Liberty to establish and direct educational institutions

34. The opportunities of establishing independent non-public schools have been increased since the initial report on this matter was submitted. This is due to the fact that a larger number of available places for students in this category of schools are now subsidized by the State. The legal provisions governing independent schools have also become more flexible.

35. In order to start an independent school on the compulsory primary level, one needs approval from a State authority. This is not the case with the independent secondary schools. By an amendment to the 1985 School Act, the question of approval of an independent primary school is now considered by the county boards of education in the first instance. Prior to the amendment, this was a task for the local school boards. The purpose of the alteration is to create a more unified and solid practice. As before, the regular school authorities at all levels supervise the independent primary school as far as educational quality is concerned.

36. In 1988, approximately 900,000 pupils attended primary schools in Sweden. Seven thousand to eight thousand of them were educated in independent schools. About 290,000 students attended public secondary schools and approximately 3,000 were enrolled in independent secondary schools. The majority of these schools are subsidized by the State. State funds are allocated to the independent schools if they provide a desirable complement to the public education by being boarding schools, by offering a somewhat different educational programme, by applying a special pedagogical method or by directing itself to pupils with different educational background and experience.

37. Approximately 30 independent primary schools now receive State funding. Since 1983, the Government has turned down seven applications for State grants. About 50 per cent of the independent primary schools consist of schools practising the so-called Waldorf-method. Some confessional schools also receive grants from the State. They are characterized by the fact that they emphasize religious teaching more than public schools do. At present, there are also six international schools where pupils are taught at the primary school level according to a foreign curriculum.

38. State grants to independent secondary schools equal about 2 per cent of the total funding of secondary school education during the fiscal year 1989/90. Six of the approximately 35 independent secondary schools which receive State grants apply the Waldorf-method. Ten are schools characterized for example by being boarding schools or having a foreign curriculum. The remainder are vocational art and craft schools. There are also 12 independent secondary schools which are not State funded but where the students are entitled to financial student support.

39. The alterations that have been made since the initial report was submitted mean a greater security for the independent schools which makes it possible for them to offer a real alternative to the public school.

III. ARTICLE 14 OF THE COVENANT

40. The principle of compulsory primary education, free of charge for all, is, and has been for a long time, fully secured in Sweden. The basic rules about compulsory primary education are laid down in the 1985 School Act.

IV. ARTICLE 15 OF THE COVENANT

A. Right to take part in cultural life

41. A new Act on National Antiquities and Monuments (lag om kulturminnen) is in force since 1 January 1989. The Act contains comprehensive rules concerning the care of relics of antiquity, relics in the form of buildings, church relics and export of older cultural relics. The regulations were previously spread in several different acts and ordinances. The new Act means that a more modern protection for cultural relics of different kinds has been created.

42. During the 1970s and 1980s, regional institutions have developed in different fields of art due to a special State grant system. There are now theatres, orchestras, museums and libraries in almost all 24 countries. The purpose of the State contribution is to satisfy the need of the inhabitants in regard to cultural experiences and events irrespective of where they live in Sweden.

B. Right to enjoy the benefits of scientific progress and its applications

43. There have been no fundamental changes with regard to the present items since the initial report was submitted. For more details, however, see sections D to F below.

C. Protection of moral and material interests of authors

44. As before, the basic provisions concerning the rights of authors, artists and photographers are laid down in the Constitution. More detailed protection of copyright and similar rights is provided for in the 1960 Copyright Act (upphovsrättslagen) and the 1960 Act on Rights in Photographic Pictures (lagen om rätt till fotografisk bild).

45. The revision work carried out by The National Committee for the Revision of the Copyright Law referred to in Sweden's first report on article 15 has continued. Following a Committee Report in 1981, legislative measures were taken against the increasing illicit production of sound and audiovisual recordings. With effect from 1 July 1982, the maximum penalty for copyright infringement was increased from imprisonment for six months to imprisonment for two years.

46. The Committee has completed its study of the provisions on the right to make copies of protected works for private use and has presented reports proposing limitations to this right. The reports have been circulated to those interested for comments and amendments to the Copyright Act are now under consideration in the Ministry in Justice.

47. The protection of the so-called neighbouring rights (i.e. the rights of performing artists, phonogram producers and broadcasting organizations) has recently been strengthened as regards the term of protection, which has been increased from 25 to 50 years.

D. Steps taken for the conservation, the development and the diffusion of science and culture

E. Right to the freedom of scientific research and creative activity

F. Encouragement and development of international contacts and co-operation in the scientific and cultural fields

48. There have been no fundamental changes with regard to the present items since the initial report was submitted.

49. The 1977 Act on Higher Education stipulates that all education shall be based on a scientific foundation and that university and university college (högskola) activities shall be arranged so as to enhance the connections between education, research and development in general. It further stipulates that the institutions of higher education are responsible for spreading information on scientific progress and methods of applying scientific knowledge and experience. The Act also states that general principles for research within the framework of higher education are that research topics are free of choice, that scientific methods are to be freely developed and that scientific results can be published without any restrictions.

50. In Sweden there are hardly any research institutes outside universities and university colleges. Therefore, the system is very much open to public control.

51. There is a special body, the Council for the Planning and Co-ordination of Research (forskningsrådsnämnden), to which has been assigned the task of informing the "consumers" as well as the public, including children and young people, about scientific progress. This activity has proven to be very successful and is much appreciated.

52. Since the beginning of the 1980s an organization has been established in order to make it easier for universities and university colleges to inform and spread scientific knowledge. It involves so-called contact scientists and special contact secretariats are attached to the institutions of higher education. The purpose of this organization is, among other things, to further the contacts between scientists, industry, organizations and public authorities.

53. University professors have the opportunity to be on leave for longer periods of time. This enables them to engage in full-time research. It is common that they spend their leaves in other countries.

Note

a/ This report may be consulted at the United Nations Centre for Human Rights.

UNITED
NATIONS

E

Economic and Social
Council

Distr.
GENERAL

E/1990/7/Add.3
20 November 1989

ENGLISH
Original: SPANISH

First regular session of 1990

IMPLEMENTATION OF THE INTERNATIONAL COVENANT ON ECONOMIC, SOCIAL AND CULTURAL RIGHTS

Second periodic reports submitted by States parties to the Covenant concerning rights covered by articles 13 to 15, in accordance with the third stage of the programme established by the Economic and Social Council in its resoltuion 1988 (LX)

Addendum

SPAIN */

[16 October 1989]

*/ The initial report submitted by the Government of Spain concerning rights covered by articles 13 to 15 of the Covenant (E/1982/3/Add.22) was considered by the Sessional Working Group of Governmental Experts at its 1983 session (see E/1983/WG.1/SR.10-11).

GE.89-18545/4907A

Second periodic reports concerning rights covered by articles 13 to 15 of the International Covenant on Economic, Social and Cultural Rights

Article 13

1. Paragraph 1 of article 13 of the Covenant is reflected in article 27, paragraphs 1 and 2 of the 1978 Spanish Constitution:

> "1. Everyone is entitled to education. Freedom of instruction is recognized.
>
> 2. Education shall have as its objective the full development of the human personality in respect for the democratic principles of co-existence and the fundamental rights and freedoms."

2. It is also reflected more fully and completely in the preliminary section, article 2 of the Fundamental Act on the Right to Education, of 3 July 1985:

> "Educational activities, pursued in accordance with the principles and objectives of the Constitution, shall have the following aims in the educational establishments referred to in this Act:
>
> (a) The full development of the pupil's personality.
>
> (b) Training in respect for fundamental rights and freedoms and in the exercise of tolerance and freedom in accordance with the democratic principles of co-existence.
>
> (c) The acquisition of intellectual habits and working techniques, and of scientific, technical, cultural, historic and aesthetic knowledge.
>
> (d) Vocational training.
>
> (e) Training in respect for the linguistic and cultural plurality of Spain.
>
> (f) Preparation for active participation in social and cultural life.
>
> (g) Training for peace, co-operation and solidarity among peoples."

3. As regards paragraph 2 of article 12 of the Covenant, article 27, paragraph 4, of the Constitution states:

> 4. Basic education is compulsory and free.

4. Article 1 of the preliminary section of the Fundamental Act on the Right to Education stipulates:

> "1. All Spaniards are entitled to a basic education to allow them to develop their personality and to perform a function useful to society. It shall be compulsory and free at the level of basic general education, and, where appropriate, in first-grade vocational training and other levels established by the law.

2. All are also entitled to accede to higher education, in the light of their ability and vocation, and the exercise of this right shall in no way be subject to discrimination on account of the economic situation, social status or place of residence of the pupil.

3. Foreigners resident in Spain shall also be entitled to receive the education prescribed in paragraphs 1 and 2 of this article.

5. We shall now examine the question of financing education in Spain. Education in Spain is financed partly by public funds and partly by the private funds assigned by families to meet the cost of their individual expenditures on education. Not all private expenditure is on private education nor is all public expenditure on public education. Families pay part of the cost of the education provided by public establishments, which varies depending on the level of education concerned, and the State subsidizes private establishments, mainly for the compulsory levels of education (EGB (Enseñanza General Basica - Basic General Education), and FPI (Formacion Professional Inicial - Initial Vocational Training)), and provides scholarships for non-compulsory levels of education.

6. In public establishments providing EGB and intermediate education (with the exception of COU (Curso de Orientación Universitaria - Preparatory Course for University), students do not pay tuition fees. The contribution by families is restricted to the payment of a charge for the use of ancillary services, food and transport and the voluntary contributions to Parents' Associations for improving the establishment's equipment and for extra-curricular activities.

7. Private EGB establishments may be subsidized by the State. These subsidies to private education are made voluntarily through a system of agreements between the public authorities and those private establishments that wish to do so. The main difference between the existing system of agreements and the system of subsidies that existed prior to the Fundamental Act is that the agreement is a specific legal instrument that imposes bilateral commitments on the parties (the owner of the private establishment and the public authorities) while the system of subsidies involved no specific commitment on the part of the establishment nor did it commit the public authorities to continue providing assistance.

8. The agreement is a four-year renewable arrangement by which the public authorities undertake to contribute in accordance with budgetary resources, to the expenditures directly incurred on instruction. In turn, the owner of the establishment assumes the following obligations:

(a) To provide free education on a non-profit-making basis.

(b) To constitute a Board of Governors, a body to participate in and supervise the running of the establishment.

(c) Not to practise discrimination vis-à-vis the admission of pupils or the selection or dismissal of the teaching staff.

(d) To maintain an average teacher/pupil ratio no lower than that in public establishments.

(e) To meet the minimum academic requirements established by law to ensure the quality of the instruction provided.

9. The purpose of the agreements system is to guarantee the right to education, essentially at the compulsory level, by means of a network combining public and private establishments and supported by public funds. Accordingly, the Fundamental Act on the Right to Education establishes priorities for those establishments that adopt that system. They shall meet requirements in respect of schooling, serve school populations from among the underprivileged, and, provided they meet certain of these criteria, they may pursue innovative teaching experiments.

10. The system of agreements may take two forms: a general form, entirely financed by public funds; and the special form, financed partly by public funds and partly by pupils' fees. Private establishements that adopt the general system are required to provide a free education, as it is entirely paid for out of public funds. Those that adopt the special system are entitled to receive complementary financing from pupils in addition to public funds, in the form of fees whose maximum level is set by the MEC (Ministerio de Educación y Ciencia - Ministry of Education and Science) for each level.

11. Private establishments providing intermediate education may qualify for a subsidy. Accordingly, the State may enter into an arrangement with private establishments providing first grade vocational training, as this is a compulsory level. As far as the remaining levels of intermediate education are concerned (BUP (Bachillerato Unificado y Polivalente - Unified Polyvalent Baccalaurèat, COU and Second grade FP (Formación Profesional - Vocational training)) on the other hand, special arrangements are only possible, in exceptional circumstances, with a number of private establishments that were either fully or partly supported by public funds at the time when the Fundamental Act on the Right to Education was promulgated.

12. If the public and private components of the educational system are compared, one sees an increasing trend towards the expansion of the public sector, which consequently assumes responsibility for financing education, and a decline in private funding.

13. In public universities, students pay registration fees to meet part of the tuition costs. The fees charged by each university are set by the appropriate Autonomous Community, or by the State administration in those Communities which have not yet taken over this responsibility.

14. Scholarships and grants constitute another highly specific source of funding.

15. The purpose of scholarships and education grants is to provide assistance to those who lack the means to embark on a course of studies. This form of personalized public educational financing is intended mainly for the non-compulsory levels of instruction, as a counterpart to public funding for the creation and support of establishments providing EGB and FP1, to implement the principle of compulsory and free basic education. Four types of scholarship and grant are available to students:

(a) General scholarships: the economic circumstances of the family are the decisive factor in awarding these scholarships, together with, to a lesser extent, the pupil's academic record. These scholarships tend to be awarded at

the post-compulsory levels of education (BUP, COU, Secondary vocational training and university). The amount of the scholarship is equal to the total amount to which each pupil is entitled in accordance with the following criteria: distance to the educational establishment, urban transport (restricted to university students), books, tuition in private intermediate establishments or university fees. Scholars with the lowest incomes are awarded an additional compensatory amount to offset loss of income.

(b) Special grants: the amount of such grants depends only on tuition costs and family income. They meet needs such as the cost of books for pupils in EGB, tuition fees of pupils in private pre-school establishments, some remedial education programmes and special education.

(c) Compensation paid to universities for the unpaid tuition fees of students who have been awarded scholarships or students who satisfy the requirements for exemption from tuition fees, but have not been awarded scholarships.

(d) Prizes and exceptional grants awarded to particularly brilliant students or to the victims of accidents and terrorist acts, etc. ... .

16. Paragraph 3 of article 13 of the Covenant is reflected in the following articles of Spanish legislation:

Article 27, paragraph 3, of the Constitution:

> "The public authorities guarantee the right of parents to ensure that their children receive religious and moral instruction compatible with their own convictions".

17. Article 4 of the preliminary section of the Fundamental Act on the Right to Education states:

> "4. Parents or guardians are entitled, subject to the provisions of the law:
>
> (a) To an education for their children or wards that is compatible with the aims established by the Constitution and by this Act.
>
> (b) To choose an educational establishment other than those provided by the public authorities.
>
> (c) To ensure that their children receive religious and moral instruction compatible with their own convictions.

18. Paragraph 4 is incorporated in article 27, paragraph 6, of the Spanish Constitution:

> "The right of individuals and legal entities to set up teaching establishments is recognized, in respect for the principles of the Constitution".

19. Article 21, Section I of the Fundamental Act on the Right to an Education stipulates:

> 21. 1. All private physical and legal persons of Spanish nationality shall be free to set up and run private teaching establishments, in respect for the Constitution and for the provisons of this Act.
>
> 2. The following may not own private establishments:
>
> (a) Persons in the service of the State, autonomous or local education authority.
>
> (b) Persons with a criminal record for fraudulent offences.
>
> (c) Physical or legal persons expressly deprived of the exercise of this right by an enforceable sentence.
>
> (d) Legal persons in which persons covered by the above paragraphs are employed in a managerial capacity or hold 20 per cent or more of the capital.

20. This report would be incomplete if it failed to emphasize that Spain is engaged in a process of educational reform, which will entail major changes in non-university education in the years ahead.

21. During the 1987-1988 school year, the Ministry of Education and Science produced an educational reform project (covering infant, primary, secondary and vocational education) for discussion by all sectors of the teaching profession which led to a definitive proposal for the reform of the education system, in a "White Paper" for the renewal of the educational system, and which will be embodied in an act ordering and regulating teaching in Spain.

22. The following aspects of article 15 of the Covenant should be emphasized:

(a) The development of science and culture. The preliminary section of the 1983 University Reform Act sets out the following general objectives for universities: the public service of higher education is the responsibility of the universities, which shall discharge their responsibility by means of teaching, study and research. Also, the universities have the following responsibilities to society:

(i) The creation, development, transmittal and criticism of science, technology and culture.

(ii) Preparation for the exercise of professional activities that require the application of scientific knowledge and methods or preparation for artistic creation.

(iii) Scientific and technical support for the cultural, social and economic development both of Spain and of the Autonomous Communities.

(iv) The extension of university culture.

(b) Freedom for scientific research. The University Reform Act introduces, in addition to the aforementioned general principles, others such as academic freedom (for teaching and research), which is both the basis for and the limit of university autonomy, and which is reflected in statutory or administrative autonomy, in academic autonomy or autonomy to draw up study programmes, in financial autonomy or autonomy to manage and administer funds and finally, in the right to select and promote teaching staff in respect for the principles of merit, openness and non-discrimination.

(c) Encouragement of international contacts in the scientific field. The 1986 Act on the Development and General Co-ordination of Research and Technology is designed to establish the necessary machinery to co-ordinate research work in universities and other establishments, to define priorities and increase resources.

23. Pursuant to article 8 of the Act, the General Secretariat for the National Plan for Scientific and Technological Research has the following tasks at the international level:

(a) Follow-up and co-ordination of international R & D programmes in which Spain is engaged.

(b) Collaboration with the competent Spanish agencies in respect of scientific co-operation with Latin America.

(c) Co-ordination of Spain's participation in major European research programmes.

UNITED
NATIONS

E

Economic and Social
Council

Distr.
GENERAL

E/1990/7/Add.4
20 November 1989

ENGLISH
Original: SPANISH

First regular session of 1990

IMPLEMENTATION OF THE INTERNATIONAL COVENANT ON ECONOMIC, SOCIAL AND CULTURAL RIGHTS

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Addendum

COLOMBIA */

[17 October 1989]

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*/ The initial report submitted by the Government of Colombia concerning rights covered by articles 13 to 15 of the Covenant (E/1982/3/Add.36) was considered by the Sessional Working Group of Governmental Experts at its 1986 session (see E/1986/WG.1/SR.15, 21 and 22).

Article 13 (1). The right of everyone to education

1. Education is indispensable for the development of all human beings and is also a necessary pre-condition for enabling individuals to participate in the democratic process and to engage in economic activities and secure decent employment.

2. In 1986, 90 per cent of the urban school-age population was enrolled in primary education but only 60 per cent of pupils completed the fifth school year. In rural areas, enrolment was only 40 per cent; of these only one fifth completed the primary system. In addition, the illiteracy rate for those over 15 years of age was 12 per cent.

3. With a view to solving these problems, the programme entitled "Basic Education for All" has been set in motion. The aim is to take primary education to the whole population, to improve its quality and to reduce the drop-out rate. The programme comprises an expansion of educational coverage, teacher-training, the free supply of teaching materials, the improvement of school staffing and the modification of methods and systems of evaluation.

4. In pursuit of these urgent goals, investments in an amount of 4,000 million pesos (approximately $US 10 million) and 4,520 million pesos (approximately $US 11.3 million) were made under the Basic Education for All Programme in 1987 and 1988 respectively; these amounts represent a threefold increase over annual investments up to 1986. In addition, the operational budget for the programme rose from 64,300 million pesos (approximately $US 160.75 million) in 1986 to 83,110 million pesos (approximately $US 207.77 million) in 1987 and 103,450 million pesos (approximately $US 258.62 million) in 1988.

5. In the matter of rural education, the reorientation of public spending in 1987 and 1988 and its resultant impact on coverage made it possible to formulate a more ambitious national programme to be implemented as from 1989. Urban education, the ongoing programmes, teacher-training, the supply of textbooks and the provision of class-rooms will be expanded, starting from this year, with the promotion of urban schools with the active participation of the community and the development of neighbourhood centres to provide continuing education for adults.

6. The investments planned for 1989 amount to 8,200 million pesos (approximately $US 20.5 million), representing an increase in real terms of 45.6 per cent over the investments for 1988. This will make it possible to increase by 35 per cent the benefits of the programme. The adult education service provides literacy classes for 400,000 persons and primary and secondary education activities for 430,000 persons. The operational budget for the primary and basic education for adults will amount in 1989 to 134,000 million pesos (approximately $US 335 million), representing an increase of 5 per cent in real terms over the previous year.

7. The activities undertaken in the area of education have been directed at strengthening the Basic Education for All Programme in National Rehabilitation Plan areas, i.e. in the regions affected by poverty and marginalization, the aim being to re-establish normal conditions there.

8. The Plan for the Generalization of Basic Primary Education is intended to cover the needs of schools in regard to furniture, textbooks for pupils, teachers, libraries, building work and training for schoolteachers.

9. The aim of the National Rehabilitation Plan as far as education is concerned is to cover 100 per cent of needs with regard to the supply of textbooks, school libraries, furniture and teacher-training, as well as 50 per cent of needs in the matter of repairs of rented premises. For these purposes, the National Rehabilitation Plan allocated resources in an amount of 1,050 million pesos (approximately $US 2.62 million) in 1987, 2,710 million pesos (approximately $US 6.77 million) in 1988 and 4,375 million pesos (approximately $US 10.93 million) in 1989.

10. In the course of 1987 and 1988 5,995 teachers were trained; 5,219 schools were provided with textbooks and furniture; the needs of 1,260 schools were met in the matter of the repair and building of class-rooms, sanitary units and water facilities; and 178,200 pupils benefited from the supply of textbooks and furniture.

11. For 1990, it is planned to attend to the needs of 389,000 pupils and 11,788 teachers at 3,500 schools.

12. With regard to the technological strengthening of the establishments of medium-level education and basic vocational training, the main objective of this programme is to promote the expansion and to improve the standards of medium-level education in keeping with the needs of the community and the vocation of the various regions.

13. In order to cater to the most pressing educational needs, the National Rehabilitation Plan allocated between 1987 and 1988 a total amount of 216.5 million pesos (approximately $US 541,550), which has benefited 12,700 pupils in 79 educational establishments.

14. The Programme of Sports and Recreation for Peace includes activities organized to promote community motivation and involvement with regard to activities under the National Rehabilitation Plan. Between 1987 and 1988 42 million pesos (approximately $US 105,000) were spent on the organization of sports events, the supply of equipment and repairs to sports facilities.

15. With regard to cultural activities, the aim has been to form groups of cultural promoters and leaders. Between 1987 and 1988 58.8 million pesos (approximately $US 147,000) were invested in the organization of training seminars for cultural leaders and in the construction and equipping of cultural centres which have benefited some 1,700 artists from local communities.

16. In the field of adult education, the aim has been to seek to train human resources for community organization and participation, both in production and in the management and organization of society. In this area, three basic programmes are being implemented: one for self-managing neighbourhood centres, one for craftsmen's centres and one for comprehensive adult education. With an allocation of 327 million pesos (approximately $US 817,500), 39,737 adults have benefited and 162 leaders have been trained.

17. In 1990 priority will be given to comprehensive adult education considering that it has contributed to community involvement in the processes of organization and development. This programme is being implemented in the municipalities of Guaranda, Majagual and Sucre in the department of Sucre, San Lorenzo, Leyva and el Tablón de Gomez in the department of Nariño and San Pablo in the department of Bolívar, as well as in the comisaría of Guaviare. In 1989, the programme has been extended to a number of municipalities in Boyacá, Bolívar and Cundinamarca, Chocó, Cesar and Urabá, to the comisaría of Vichada and to the Sierra Nevada de Santa Marta.

Article 14. Progressive implementation of the principle of compulsory education free of charge for all

18. Pursuant to the Social Economy Plan, the Government of the country has formulated nine main programmes.

Programme of Family Education for Child Development

19. This programme is the outcome of close co-operation between the Ministry of Education, the Colombian Social Welfare Institute and the Ministry of Health, and provides an opportunity of working with the family with the organized participation of the community. The educational activities of the programme are directed towards the following goals:

(a) Ascertaining the needs and processes of development of children so that their parents and other family members can contribute to their adequate development;

(b) Improving the relations between adults and children in the family, at school and in the community at large;

(c) Reviving childhood customs and popular traditions concerning children as native forms of expression, communication and socialization;

(d) Preventing diseases to which children are most prone.

20. The activities of the programme have led to the incorporation of its components into the regular curricula of the basic secondary education system and the medium-level vocational training system, into the working guidelines for the New School, into teacher-training facilities and Colleges of Education and into the training of leaders for the Social Advancement Institutes. They have also facilitated the development of educational processes and community training schemes based on family education groups.

21. The programme has made considerable progress. In 1988, 2,284 streets in 455 municipalities had been brought into the programme, involving 5,226 organized family education groups which benefited approximately 96,800 children; by the end of 1989, 3,890 streets in 566 municipalities will have been incorporated, with 10,200 organized family education groups, benefiting approximately 232,723 children in rural areas.

22. In addition, the Survival Programme has enabled the activities for the improvement of family and community education and health to benefit 1,082,877 students in the eighth, ninth and tenth grades of medium-level education in 5,432 educational establishments.

Generalization of basic primary education

23. The specific objectives of this Programme are:

(a) To generate a supply of physical and human resources capable of guaranteeing access to the primary school system to all school-age children;

(b) To extend the supply of education to the fifth primary grade in all State schools so as to attain full school enrolment at the primary level;

(c) To adapt educational strategies to regional conditions so as to improve the quality of schools and their ability to retain pupils.

24. The Generalization Plan makes use of teaching, financial and administrative strategies the better to achieve the desired objectives.

25. The implementation of the Plan is expected to continue until 1994 at a total cost of $US 182.2 million. It is being carried out through external credit from the World Bank and appropriations from the national budget. In addition, the departments and municipalities participate in the financing of any public works involved.

Basic popular education for adults

26. In order to provide adequate attention in the field of adult education for the 13,250,000 Colombians who are critically poor, due regard must be had for the new political conditions created by the introduction of the system of election of mayors by popular suffrage, the institutionalization of the people's participation in specific fields of administration of public services and in concrete aspects of public life and the decentralization of the administration and of resources.

27. Accordingly, activities under the adult education system are directed at providing adults, young persons and whole communities with continuing and life-long education that will help to strengthen and consolidate local, regional and national identity and promote community organization and participation as basic elements in the development of education, culture and productive labour with a view to achieving a progressive local democracy.

28. The adult education programme has three fundamental objectives, namely: to contribute to the eradication of illiteracy, to improve the quality of education and to provide basic education to young persons and adults who have been deprived of educational opportunities, associating the development of adult education with the revival and promotion of popular cultures, training for production and work and the strengthening of community organizations.

29. In order to achieve these objectives, the General Directorate of Adult Education has taken steps to support innovative experiments in the field of literacy campaigns carried out by non-governmental organizations and universities in both rural areas and marginal urban areas, with the emphasis on areas covered by the National Rehabilitation Plan.

30. For the International Literacy Year to be held in 1990, the General Directorate for Adult Education will stress the strengthening of the sub-system of adult education which organizes activities for the training and qualification of educators; research and evaluation; selection and promotion of teachers; production of materials; formulation and development of curricula; and planning and management of adult education.

Ethno-education

31. This programme is directed at meeting the educational needs of minority ethnic groups and thus fits into the framework of the present Government's educational policy.

32. There are in Colombia approximately 87 indigenous groups as well as nearly 115,000 black inhabitants with well-defined Afro-American cultural characteristics; these groups together represent a great cultural richness for the country which it is necessary to recognize, value and respect.

33. The Colombian State, on the basis of Decree No. 1142 of 1978, recognizes the ethnic and linguistic multiplicity of the native communities with regard to education; accordingly, the Ministry of Education, through the Ethno-Education Programme, promotes and supports educational programmes for minority ethnic groups conforming with their characteristics and their needs, laying stress on their organization and their self-reliance as strategies to ensure that they will themselves formulate, execute and evaluate their educational programmes with the advice of the Ministry of Education.

Special education

34. The Ministry of Education has set up a Programme for Furthering Special Education, the main purpose of which is to overcome the exclusion and marginalization of children, young persons and adults who suffer from psychological or physical disabilities, so as to incorporate them into the school system or into the schemes for continuing basic education by means of special socio-cultural promotion activities.

35. The programme has the following objectives:

(a) To provide handicapped children, young persons and adults with educational opportunities that will enable them to participate actively in the social, economic and political development of the country;

(b) To assure educational opportunities to the handicapped, making it easier for them to accede to and remain in the educational system by providing the necessary psychological and technical support;

(c) To direct special education to benefit the most underprivileged sectors of the Colombian population so as to improve their living standard;

(d) To promote the effective participation of the family and the community in the education of handicapped persons.

36. This programme is being conducted with the participation of the Secretariat for Education and is making a diagnosis of the population concerned in special education, the pedagogical options and strategies needed for fulfilling the required objectives and the setting up of a fellowship fund in special education for the benefit of the low-income population requiring specialized attention in private centres.

School canteens

37. The basic objectives of this programme are: to promote the comprehensive development of the rural areas; to co-ordinate the supply of services directed at the rural population through the various institutions concerned; to bring about a change in the mechanisms of social participation; and to improve food and health conditions for rural children with a view to enabling them to carry out their daily activities more efficiently.

38. The programme's strategy consists of distributing food subsidies to students belonging to camps, educational nuclei and boarding schools as well as to focal points of rural development situated in remote rural areas with social problems and low-income inhabitants.

Promotion of youth activities and of the creative use of leisure time

39. This programme emerged in mid-1985 in the framework of the National Plan for the Prevention of Drug Addiction as a result of the agreement between the Colombian Government and the United Nations Fund for Drug Abuse Control (UNFDAC).

40. The participants in the plan are: the Office of the President of the Republic, the National Planning Department, the National Narcotics Board, the Colombian Institute for Family Welfare, and the Ministries of Justice, Communications, Agriculture and Education in co-operation with COLDEPORTES and COLCULTURA.

41. The programme responds to the need to develop processes of comprehensive training and prevention which will enable children, young persons and adults to adopt and enhance a defensive posture against conduct which is harmful to themselves and to society, and to combat those factors which give rise to such behaviour, better known as risk factors.

42. Four strategies have been developed for the implementation of this programme:

(a) The establishment and/or strengthening of Creative Organizations for Children, Young Persons and Associations of Friends of the School with a view to promoting, and enhancing participation, the adequate use of free time and the development of creativity, dialogue, communication, social service and the recovery of cultural identity;

(b) The consolidation, through the curricula, of permanent, continuing and stable processes of overall prevention;

(c) The strengthening of the linkage between the school and the world of work, and participation in the solution of community problems by means of support extended to small enterprises and the development of productive projects;

(d) Fostering knowledge of the real situation, the conditions and characteristics of the educational process and the search for solutions by means of research of a participatory character.

Flexible curricula in basic secondary education and medium-level vocational training

43. The Ministry of Education is carrying out a continuing task of renewal of curricula directed at ensuring greater participation and flexibility for the curriculum of basic secondary education and medium-level vocational training, relying for the purpose on strategies which involve the improvement of both institutional machinery and teaching processes. To this end, support is being extended to regional initiatives for diversification into educational options which respond to the characteristics and development needs of the various regions.

44. The programme was officially launched in February 1989 by means of a circular sent by the Minister for Education to all Secretaries of Education, Directors of Experimental Pilot Centres, Rectors of Universities, Deans of Faculties of Education, heads of district and directors of nuclei and supervisors, headmasters and teachers of educational establishments. This circular laid down guidelines for the conduct of the programme and set out the responsibilities of those concerned at all levels of the educational system.

Reform of the teacher-training colleges

45. The Ministry of Education has launched a project for the reorganization of the curricula, administration and technical facilities of all the teacher-training colleges of the country. The aim is to raise and improve the level of teacher-training, diversifying it by introducing options in consonance with the educational requirements of the various sectors and age groups of the population such as special education, education for the elderly, art education and the revival of popular culture. In addition, the project seeks to set in motion a process of comprehensive participation of the education sector and the community in the improvement of the conditions and quality of education.

46. To this end, the structure of the curricula, the administrative machinery and the level of participation of the colleges are being reviewed; the conceptual outline of the project is thus being defined.

47. Moreover, the Office of the President of the Republic, through the Office of the Adviser for the Defence, Protection and Promotion of Human Rights, has been carrying out important pedagogical work. Its main objective is to generate a human rights culture based on respect for essential freedoms and safeguards specific to the rights inherent in human beings.

48. The results so far obtained have opened the way for the full implementation of this project. Today, throughout the country and in all sectors of society, there is talk of human rights. This first phase, however, has concentrated essentially on putting across ideas and programme objectives.

49. In order to change the outlook of citizens so as to make them renounce violent conduct and replace it by attitudes of peaceful co-existence, a large-scale and well-planned pedagogical effort with clearly defined objectives is required; it is essential to reach all sectors of society with educational and training programmes based on methodologies which make it possible to lay the foundations of a genuine, participatory democracy. The Adviser's Office considers that this pedagogical work is an objective which has to be pursued in the framework of formal education and in the training of citizens for daily life.

50. With a view to achieving these goals, lectures are being given at various secondary education centres, intermediate training centres and universities in the country; the Adviser's Office participated in the human rights seminar organized by the Military University for 50 generals of the Republic and gave a lecture on human rights at the course for colonels at the Higher Staff College; it has organized a National Human Rights Week in the educational system and, in co-operation with the Judicial Academy and the Ministry of Foreign Affairs, arranged a seminar for judicial officials on the subject of international human rights instruments which are binding on the country.

51. The pedagogical system is, moreover, responsible for developing academic research on human rights problems and for organizing the Documentation Centre. On the first point, the Adviser's Office is sponsoring a series of research activities intended to establish bases for the formulation of a coherent pedagogical policy. To date, the following have been financed: "National and Regional Inventory of Institutions"; "Bibliographies and Documentation on Human Rights in Colombia"; "Human Rights and Labour Institutions in Colombia"; "Historical Process of Human Rights in Colombia"; "The Economy, Violence and Human Rights in two historical periods: 1945-1950 and 1984-1988".

52. Pedagogical activities are of fundamental importance to the country at the present juncture. They represent an alternative for the construction of an ethos of co-existence and respect, as well as of value criteria which will make it possible to formulate social options based on ideological and political pluralism and to find the way to peace through the interaction of factors specific to civil society.

Article 15. Participation in cultural life

53. The main function of the Colombian Cultural Institute, set up in 1968 as a decentralized entity of the Ministry of Education, is to map out cultural policy and formulate development plans for the various areas of cultural activity.

54. To this end, COLCULTURA also supports the formulation of cultural development plans for the various regions of the country and, within the scope of its mandate, helps to co-ordinate their implementation with the national or regional bodies that can play a leading executing role. The Institute's objectives also include promotion of the arts and conservation and supervision of the national cultural heritage.

55. COLCULTURA operates basically in the areas of cultural heritage, fine arts and cultural development. As far as the heritage is concerned, the Institute promotes work in favour of buildings, artefacts, bibliographies, documents and anthropological-archaeological matters. With regard to the fine arts, COLCULTURA is active in such disciplines as the plastic arts, music and drama. Regarding activities to foster cultural development, the Colombian Cultural Institute has programmes in the mass media, publications, training facilities and special projects which it promotes on an inter-agency basis.

56. Last August, COLCULTURA completed 20 years of existence and the Colombian Government celebrated the occasion by proclaiming a National Cultural Year which coincided with the World Decade for Cultural Development proposed by UNESCO.

57. In these last 20 years, the Institute has endeavoured to follow closely the cultural movements in the country. Today, there is throughout the nation a demand for the review of the role of the State in cultural matters, following the initiation of the decentralization process. COLCULTURA is at present engaged in designing a broad and democratic cultural policy with a view to encouraging a rational and coherent State approach dedicated to fostering authentic local and regional forms of expression and, fundamentally, to meeting the desires and hopes thus expressed: autonomy in decision-making and in the forms of expression, recognition of ethnic groups and social classes as well as the right to confront and dissent from other legitimate forms of cultural expression.

58. The aim is to broaden the area of expression of cultural heterogeneity and to strengthen and review the work of cultural management and planning being carried out by various bodies which contribute to the development and recognition of community symbols. Culture is the centre of cohesion which has kept us united as a people despite the extensive and complex changes which we have experienced.

59. The tasks of culture include those of national cohesion, the creation of a peaceful living environment and the development of the arts and letters. This has been acknowledged by the Government of Colombia through COLCULTURA: it recognizes the human heritage and the wealth of the national memory; it manifests its presence and opens up areas for expression and reflection through the mass media, concerns itself with relations between educators and culture, and engages in a dialogue with technical and scientific culture.

60. The Planning Office of the Colombian Cultural Institute was set up in early 1988 as the co-ordinating body for the Regional Cultural Councils, with the specific task of strengthening relations between COLCULTURA and the various regions of the country.

61. Its work has developed around the centralization of information from and for the regions, the better to follow the progress of Colombian cultural affairs, taking a global approach to the criteria and policies which the Institute adopts with regard to each administrative subdivision in Colombia. In that connection, the conduct of the unit involves not only permanent contact with the Regional Cultural Councils and other cultural entities of the country but also teamwork with the various sections of COLCULTURA, since they are the ones entrusted with formulating programmes and implementing the specific projects of the Institute.

62. The regional projects established in 1988 constitute the mechanism set up by the Colombian Cultural Institute to support initiatives in the cultural field. This co-financing modality, to which 70 per cent of the investment budget of COLCULTURA is allocated, has a thematic structure organized in line with the various areas in which the Institute carries out its activities.

63. The co-ordinating unit of the Regional Cultural Councils is also responsible for the co-ordination of all matters connected with the regional projects: the design, preparation and distribution of forms; the systematization of projects received; the distribution of applications to the various sections of the Institute for evaluation; the supply of information to the applicant entities; and the organization, with the various sections of COLCULTURA, of the formulation of agreements and the implementation, follow-up and control of the regional projects.

UNITED
NATIONS

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Economic and Social
Council

Distr.
GENERAL

E/1990/7/Add.5
28 November 1989

ENGLISH
Original: RUSSIAN

ECONOMIC COMMISSION FOR EUROPE

First regular session of 1990

IMPLEMENTATION OF THE INTERNATIONAL COVENANT ON ECONOMIC, SOCIAL AND CULTURAL RIGHTS

Second periodic reports submitted by States parties to the Covenant concerning rights covered by articles 13 to 15, in accordance with the third stage of the programme established by the Economic and Social Council in its resolution 1988 (LX)

Addendum

BYELORUSSIAN SOVIET SOCIALIST REPUBLIC */

[14 November 1989]

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*/ The initial report submitted by the Government of the Byelorussian SSR concerning rights covered by articles 13 to 15 of the Covenant (E/1982/3/Add.3) was considered by the Sessional Working Group of Governmental Experts at its 1982 session (see E/1982/WG.1/SR.9-10).

GE.89-18755/1381B

1. The present report concerns the implementation in the Byelorussian SSR of the provisions of the International Covenant on Economic, Social and Cultural Rights and contains information to update and supplement both the first periodic report from the Byelorussian SSR, which was considered by the Sessional Working Group at its 1982 session (E/1982/WG.1/SR.9-10), and other material sent since then to the UNESCO Secretariat:

Fourth periodic report of the Byelorussian SSR on the implementation of the Convention against discrimination in education (response to UNESCO questionnaire DG/I.4/311/5/C; sent to UNESCO on 13 October 1982);

Report on the use made in the Byelorussian SSR of the mass media for the development of education (response to UNESCO letter COM/SCP/49/70 of 8 November 1982; sent to UNESCO on 18 January 1983);

Information from the Byelorussian SSR in connection with International Literacy Day (response to UNESCO letter CL/2867 of 19 April 1983; sent to UNESCO on 6 October 1983);

Information on work done in Byelorussian higher educational establishments on education for peace and international understanding and education relating to human rights (response to letter BDC/CEPES/83/1288 from the European Centre for Higher Education, Bucarest, dated 8 November 1983, for the bulletin Higher Education in Europe, No.2, 1984);

Response by the Byelorussian SSR to a UNESCO questionnaire ED/SPO/30/84/2048 of 4 May 1984) on the promotion of access by women and girls to secondary vocational-technical education (sent to UNESCO on 20 July 1984);

Information from the Byelorussian SSR on the implementation of the Declaration on race and racial prejudice (response to UNESCO letter CL/3016 of 22 July 1986; sent on 30 January 1987);

The fifth periodic report of the Byelorussian SSR (UNESCO questionnaire DG/I.2/311/V.I (C) of 1 October 1987) on the implementation of the Convention and the Recommendation against discrimination in education (sent to UNESCO on 21 July 1988);

Information from the Byelorussian SSR on the implementation of the Recommendation concerning education for international understanding, co-operation and peace and education relating to human rights and fundamental freedoms (UNESCO questionnaire CL/3703 of 28 August 1987; sent to UNESCO on 21 July 1988);

Information from the Byelorussian SSR concerning the implementation of the Recommendation on legal protection of translators and translations and practical steps to improve the status of translators (response to UNESCO letter CC/CPV/87/158 of 22 August 1988; sent to UNESCO on 29 November 1988).

2. Nowadays the process of the further shaping of a law-governed State is proceeding against the background of the revolutionary renewal of all aspects of social life in the Byelorussian SSR. It is, naturally, leading to the review and improvement of legislation. This explains the improvement of the

Constitution of the Byelorussian SSR and the elaboration of legislative instruments in areas including those covered by the provisions of the Covenant.

Articles 13 and 14 of the Covenant: The right to education

3. Pursuant to article 43 of the Byelorussian Constitution, all citizens of the Republic have the right to choose their trade or profession, type of job or work in accordance with their inclinations, abilities, training and education, due account being taken of the needs of society. The State guarantees the socio-political, legal and economic basis for the provision of universal education and for the functioning and development of schools. It is a matter of fundamental importance that schools, by being uniform, should give all their graduates a high-quality secondary education and open up to them equal opportunities. The unity of the purposes and objectives of education is intimately linked with the diversity of schools and the flexibility of curricula and syllabuses and is founded on advanced pedagogical science and practice and innovative methods of teaching and upbringing. The right to education is secured by the fact that all types of education are free. In addition, use is made, where necessary, of the resources of enterprises, collective farms, State farms and other organizations.

4. The Byelorussian SSR is now successfully engaged in the task of creating a system for lifelong education embracing all stages of upbringing and formal education: pre-school and non-scholastic institutions, general-education and vocational-technical schools, higher and specialized educational establishments and arrangements for refresher training and retraining of workers. Everyone is being provided with the opportunity constantly to supplement their knowledge through various forms of instruction.

5. On 30 May 1987, at its sixth session, the Byelorussian Supreme Soviet adopted the Acts of the Byelorussian SSR "On the amendment of the Public Education Act of the Byelorussian SSR in connection with the main lines of the reform of general-education and vocational schools" and "On the amendment of certain legislative instruments of the Byelorussian SSR in connection with the main lines of the reform of general-education and vocational schools and the approval of the new version of Public Education Act of the Byelorussian SSR".

6. In view of the contribution of science to the development of public education, the new version of the Act contains provisions defining the role of science in dealing with the problem of public education, links between science and practice, and the application of scientific, technological and cultural advances to the work of educational institutions. The sections of the Public Education Act devoted to pre-school and non-scholastic education for young children and to secondary specialized and higher education have been greatly expanded. The role and responsibility of executive committees of local Soviets of People's Deputies in these areas have also been significantly increased.

7. In order to create the most favourable possible conditions for the social upbringing of children below school age, the Republic has, in accordance with article 20 of the Public Education Act, an extensive, varied and constantly developing network of pre-school institutions (general- and special-purpose nurseries, kindergartens and nursery-kindergartens and other pre-school institutions). Over 70 per cent of the pre-school children in the Republic attend such institutions. The expansion and improvement of the network of

such institutions are a constant concern of the State, so that establishments of this kind are found everywhere, in urban and in rural areas and in ever-growing numbers.

8. In keeping with one of the fundamental principles of education in the Byelorussian SSR - the gratuitousness of all forms of education - no charge is made for instruction, textbooks, supplementary activities, school transport, or medical or dental care. Children from disadvantaged families are provided with free meals financed from the education budget. With a view to making social upbringing more widely available, to creating more favourable conditions for the comprehensive development of children's personalities and to helping families with their upbringing, there are now general-education schools offering extended-day services for all or some pupils. Pupils in the extended-day groups pay only a partial fee for the meals with which they are provided. Many collective and State farms and many enterprises bear the costs of upkeep of school canteens, meals at which are free. For children who cannot be transported to their places of study (for instance, when the distance involved is more than 3 km), there are boarding schools; accommodation at them is free. Orphans deprived of parental care are brought up in special children's homes and general-education boarding schools, with all costs being borne by the State. For children and teenagers who need protracted medical care, there are general-education sanatoria in countryside settings and arrangements for instruction in hospitals, sanatoria and at home. For some of these pupils all costs are borne by the State.

9. Favourable conditions for lifelong education exist in the Republic. The opportunity is open to everyone constantly to supplement their knowledge through various forms of instruction, beginning with general-education secondary school. The general-education system in the Republic is being further improved by the differentiation of the functions of general-education and vocational schools, the creation of conditions for the improvement of workers' skills, and the raising of the level of vocational training in secondary specialized and higher educational establishments.

10. The basis for secondary general and vocational education is the 10-year incomplete secondary school. The provision of secondary education through this channel makes possible a wide measure of differentiation of instruction after completion of the incomplete secondary school, taking into account the pupils' aptitudes and interests, their parents' wishes and the requirements of the national economy.

11. In view of the requirements for the acceleration of social and economic development and the needs arising from scientific and technological progress, the school system is being further improved. School structures, the content of education and the forms and methods of instruction and upbringing are all being reformed, and active efforts are in hand to create new curricula and textbooks. A more direct link is being created between schooling and life. It is planned further to equip pupils with a knowledge of and experience of using modern computer equipment and special schools and inter-school laboratories for the study and application of information technology and computers are being established.

12. There are already some 140 computer instruction centres and laboratories in operation in the Republic and plans exist to provide schools with a further 400 computing laboratories in the very near future. There is

widespread use in schools of audio-visual devices, radio, television, projectors, language laboratories and other teaching aids. Educational television is becoming an integral component of school and higher education.

13. While instruction is being more strongly differentiated at senior levels, the various components of the education system are also being more closely integrated. The Republic has more than 200 schools specializing in various fields: physics and mathematics, arts and design, chemistry and biology, engineering and construction, and social and humanitarian studies. Such schools currently offer over 50 different syllabuses.

14. Schools for particularly gifted children have been established within the higher education system. Schools for physics and mathematics and for the arts have been opened under the auspices of the V.I. Lenin Byelorussian State University and lessons at them are conducted by highly qualified university lecturers and professors.

15. The first steps have been made towards the integration of the various stages of education. The best graduates from an establishment founded on the basis of one of the vocational technical schools in Minsk can continue their education within the same walls and obtain a technician's diploma after a year's additional study. It is intended to add a third, higher educational level in the near future; the syllabuses for this have already been devised.

16. Other avenues to education are also being opened up for gifted young people. Following an experiment, the winners of the Republic-wide study Olympiads have been able, since 1989, to enrol at higher educational establishments without taking the entrance examinations. At a number of general-education schools, the final leaving examinations have been combined with the examinations for entry to higher educational establishments.

17. For children from rural areas, there are: various specialized boarding schools, including the Republican School for Music and the Fine Arts and five sports schools; the Republican School for Correspondence Courses in Physics, Mathematics and Chemistry; and the optional projects and courses organized for young people by the Byelorussian Academy of Sciences, higher educational establishments and scientific research institutes.

18. The Republic has some 650 active non-scholastic institutions and over 300,000 children deepen and broaden their knowledge and develop their talents through them. Extra-curricula activities with school children involve over 300,000 regular pedagogical workers and more than 7,000 people from other sectors of the economy and from the world of the arts. The non-scholastic institutions have close and permament ties with scientific research institutes, higher educational establishments, industrial enterprises and collective and State farms.

19. Full conditions are being established in the Republic for openness, the flow of information, mutual respect and co-operation between teachers and pupils. With the real expansion of the rights of schools' executive officers and teaching staffs, parents and the general public as regards the organization and management of the process of educating and bringing up young people, self-management by pupils is developing. Pupils are thus becoming more actively involved in the management of their own education and upbringing: in co-operation with teachers, parents and representatives of

organized public opinion, they are particating in the planning and analysis of the work of schools and taking an interest in the improvement of the process of education and upbringing, in the organization of social, political, labour, sporting and artistic activities and in the use of leisure hours and free time. Each educational establishment has the right to determine for itself what self-management organs are appropriate to its needs.

20. The V.I. Lenin Soviet Children's Fund owes its origin to public opinion. It is an all-Union organization grouping the efforts of citizens, workforces, voluntary organizations and unions of creative workers for the all-round development of the Leninist traditions of care and concern for children. The main features of the work of the Byelorussian section of the Fund are:

Provision of comprehensive assistance to orphans deprived of parental care and to handicapped children;

Enhancement of the role of the family in bringing up children and strengthening of the influence of society on the upbringing of future generations;

Identification of particularly gifted children and adolescents and help in creating the conditions necessary for the flourishing of their talents;

Consolidation of families' spiritual and moral well-being, and much else besides.

21. The vocational-technical schools are an important part of the system for lifelong education and one that provides equal opportunities for young people to acquire vocational skills in accordance with their interests and talents. Such schools are State educational establishments that exist to satisfy the needs of the individual, society and the State for vocational training.

22. In accordance with the provisions of the Covenant, the education provided at vocational technical schools is democratic and takes account of ethnic, regional and occupational particularities. The pupils at these schools participate in decisions on matters relating to their instruction, upbringing and practical work and in the organization of their leisure activities. They have the right:

To take subject examinations and the school-leaving examinations early or as external candidates and to study, if necessary, according to personalized schedules;

To choose their subjects of study from a number of optional disciplines;

To use the schools' teaching facilities, including tools and equipment, and their cultural and sporting facilities;

To vote and to stand in elections for the schools' collective management bodies;

To join the amateur associations that help to form young peoples' political and moral ideas and further their aspirations for cultural, spiritual and physical self-improvement;

To participate in the work of labour associations, including those operating on the basis of financial autonomy or of co-operative forms of management;

To submit proposals for improvements in the work of the schools, the main engineering instructors and social organizations and to seek to obtain their implementation.

23. For the work they do during practical studies and industrial training, pupils are paid at the going rates, with the application of the established coefficients and wage supplements.

24. Secondary specialized education forms part of the system for lifelong education and is dispensed by various kinds of secondary specialized educational establishments: tekhnikumy; uchilishcha; and schools and other institutions officially considered as secondary specialized educational establishments.

25. On their entry to such establishments for training as specialists, pupils will have already undergone incomplete (8-year) or complete (10-year) secondary education. At the specialized establishments, pupils in the first category will receive a general secondary education adapted to their particular field of study.

26. Higher educational establishments (universities, academies, institutes and other entities officially considered as higher educational establishments) are centres of education, science and culture, and an integral component of the system for lifelong education. They provide specialized education through day-time, evening and correspondence courses. The higher educational establishments in the Byelorussian SSR are open to citizens of the Republic and the other Union Republics and foreigners and stateless persons who have, whatever the educational institution in which it was obtained, received a general secondary education equivalent in content and level to that provided in the educational establishments of the Republic.

27. In recent years, the network of higher educational establishments has been expanded and the student intake has increased, particularly in new fields of science and technology. Since 1988, secondary school graduates have been admitted, and instruction has been available for study in a new range of specialities. Students now have the opportunity to choose the disciplines they will study and thus to shape their own store of knowledge. It is planned to introduce the right of optional attendance at lectures as from the second year of study.

28. The provision of specialist higher education through evening and correspondence courses so that students' professional activities are not interrupted is currently a topic of great importance. In this respect, valuable work is being done by the training sections for young industrial and agricultural workers that have been set up within the framework of higher educational establishments. Extensive use is being made of the mass media (advisory services, courses, publicity material and announcements).

29. With the quickening pace of scientific and technological progress in the Republic, interest is gradually growing in finding graduates from higher educational establishments who are capable of providing professional solutions

for engineering and other problems. Higher and secondary educational establishments are gradually developing the progressive practice of transferring part of the process of instruction to industry through the creation of units grouping offshoots of teaching departments, research laboratories and experimental production facilities. The problem is also being tackled through the creation of sectoral teaching centres comprising leading production associations or factories, research and design organizations, medical establishments or agribusiness enterprises.

30. The Republic now has in operation a system of evening classes and correspondence courses with sufficient flexibility to allow for socio-economic, geographical and demographic factors. The problem of bringing schools as close as possible to young people's places of work is in the course of being resolved. The numbers of advice centres for correspondence-course students and of branches of evening schools actually within enterprises or on collective or State farms are growing. In addition, industrial enterprises, agricultural associations and special institutions periodically organize in-service training for workers of various grades from various sectors of the economy. All such in-service training or retraining programmes include provision not only for specialized instruction for the performance of particular types of work, but also for the improvement of the students' general education.

31. A satisfactory system of stipends for students in higher educational establishments has been established in the Republic. With a view to encouraging study and creative activity by all students, the stipends for students whose examination results or final performance assessments for a term are no less than excellent have been increased by 50 per cent, while the stipends for students obtaining no less than a mixture of good and excellent ratings have been increased by 25 per cent. Application of these new arrangements at the educational establishments concerned began on 1 September 1987.

32. The earnings of teaching staff are constantly being improved. Thus, the salary rates for professors and teachers at higher educational establishments and at institutes (faculties) for in-service training and retraining will be increased as from 1 December 1989. A programme of salary improvements for teachers in general-education schools and instructors in general educational subjects in secondary vocational technical schools and secondary specialized educational establishments was begun in 1984 and completed in 1987.

33. With the active assistance of Soviets of People's Deputies and of trade unions, health-care bodies and industrial and agricultural enterprises, constant improvements are being made in housing, services and medical care for workers in the national education system.

34. The Republic respects the freedom of parents and legal guardians to choose schools offering, in addition to the compulsory subjects, various additional courses and systems of extra-curricular activities aimed at the fuller development of pupils' affinities and aptitudes. With the consent of the pupils and their parents (or of the persons acting in loco parentis), basic school studies may be carried out according to curricula pitched at various levels. On completing their basic schooling, young people have the right either to continue their education at educational establishments of one kind or another or to enter paid employment with the possibility of pursuing

their education through the system of evening and correspondence courses. In addition, parents or persons acting in loco parentis have the right to choose for children a school with the appropriate language of instruction. In addition to the language of instruction, pupils can, if they wish, study the language of another of the ethnic groups inhabiting the USSR.

Article 15 of the Covenant: The right to take part in cultural life

35. The extensive opportunities that every citizen has to participate in the cultural life of the Republic are guaranteed by articles 27, 44, 45, 49 and 66 of the Byelorussian Constitution.

36. In particular, article 44 states that citizens of the Byelorussian SSR have the right to enjoy cultural benefits.

37. That right is secured by: the accessibility to all of the treasures of domestic and world culture contained in State and other public collections; the development and equitable distribution throughout the country of cultural and educational institutions; the development of television and radio and of book-, newspaper- and magazine-publishing and the extension of the network of free libraries; the extension of cultural exchanges with other countries.

38. There are 6,000 clubs in the Republic. Thanks to the existence of over 600 State and 18 trade-union centralized club systems and over 80 cultural and 400 socio-cultural centres, the resources of collective and State farms and trade unions and the budgetary allocations for cultural activities can be shared and better use can be made of public buildings and sports facilities even when they belong to particular government departments.

39. The extensive network of cultural and educational institutions - clubs, houses and palaces of culture, libraries, museums, theatres, cinema and concert organizations, cinemas, parks of culture and rest, and people's universities - contribute to the dissemination of scientific knowledge and awareness of advances in science, technology, industrial practice, art and literature, to the development of technical and artistic creativity and to the organization of leisure and holiday activities for workers and children.

40. A further contribution to people's cultural enrichment and the formation of their aesthetic and moral values is made by access to the professional performing arts. The Republic has 19 theatres, a State philharmonic orchestra, three regional philharmonic orchestras, a State choir, a State ensemble and an official folk-dance troupe, "Khoroshki". In 1988, admissions to theatres and concert halls numbered 10 million. The performances given at the Republic's theatres numbered over 8,000 and were seen by more than 3,200,000 people.

41. There have been rises in the numbers of concerts and theatrical performances at the 11 studio theatres, including at those in the Minsk, Slonim and Mozyr. The number of philharmonic concerts is growing every year. The cultural life of the Republic is further enriched by tours by guest performers and by the holding of arts festivals such as the Minsk Spring, the Gomel Spring and the Byelorussian Musical Autumn.

42. Libraries, of which there are over 6,500, play an important part in the population's cultural life. The total number of books in the Republic's

libraries exceeds 100 million, including 6.5 million different titles in the largest library, the Lenin State Library of the Byelorussian SSR. In 1988, the number of persons who used libraries was 5 million.

43. For publicizing fiction and instructional works, library staff use various means, including people's universities of culture, literary evenings, special-interest clubs and puppet theatres. In addition, library services often include "story hours" for young children and support for amateur cultural associations.

44. More than 57 million books and pamphlets, 38 million magazines and other periodicals and 919 million newspapers are printed in the Byelorussian SSR every year.

45. The cinemas and film projection units in the Republic number 7,500 and are widely distributed. The film libraries have available for loan some 6,000 feature films and almost 5,000 current-affairs and science documentaries. The availability of video films is fast increasing.

46. Article 66 of the Byelorussian Constitution provides that for citizens concern for the preservation of historic monuments and other cultural treasures is a duty and obligation. The Republic has inventoried 15,210 monuments within its territory; they include 10,048 historic monuments, 2,697 archaeological sites, 1,253 pieces of monumental art, 1,212 sculptures and 306 parks or park zones.

47. There are 98 functioning museums in the Republic. In 1988, the Byelorussian State Museum of Popular Architecture and Customs had its first visitors and an art museum opened in Brest. With a view to the preservation of the national cultural heritage, the board of the Byelorussian Ministry of Culture has approved a Comprehensive Programme for the Development of Museums and Museology up to the Year 2000.

48. A long-term programme, known as "Spadchyna" ("Heritage"), has been drawn up for the development of national culture. Its aims are the preservation and use of all the physical components of the cultural heritage within Byelorussia. Among the most important of those components are historic buildings and monuments, of which there are over 15,000 in the Republic. The Ministry of Culture has, together with specialists from the Academy of Sciences, prepared a long-term plan for the restoration and renovation of the chief among them. The "Spadchyna" programme also encompasses the construction and extension of cultural institutions.

49. The "Spadchyna" programme provides for the co-ordination of the efforts of unions of creative workers, other voluntary associations and various institutions to conserve and increase the national cultural heritage and is designed to promote fuller and more profound acquaintance with culture from home and abroad.

50. Voluntary associations and specialists from the Soviet Fund for Culture have embarked on the application of a State programme entitled "Collection of Historic and Cultural Monuments". The Institute for the History of Art, Ethnography and Folklore of the Byelorussian Academy of Sciences has published a seven-volume "Catalogue of Historic and Cultural Monuments" and a six-volume "History of Byelorussian Art".

51. Theatre holds an important place in the people's cultural life. Works by Byelorussian, Russian and foreign authors form an integral part of the repertoire of theatres in the Republic. The plays deal with a very wide range of the problems of interest to modern man. Some 170 different plays are currently in production in the Republic's theatres. The repertoire is constantly being enriched through the addition of works by Byelorussian playwrights.

52. The reputation of Byelorussia's ballet stars extends well beyond the frontiers of the Soviet Union. Byelorussian touring companies have performed in many countries in Europe, Asia and North and South America.

53. The need has been recognized for a long-term programme for the development of theatres in the Byelorussian SSR. The most important aspects of that programme are:

Radical expansion of the network of theatres in the Republic;

Active development of the various types and genres of national dramatic art;

Planned creation of the economic, legal, social and other conditions for successful creative work and search for the optimum forms of self-management of the theatrical profession;

Effective training for and publicizing of the dramatic arts and development of links between professional and amateur theatre.

54. Implementing these plans requires the services of skilled cultural education officers, who are now being trained in three higher educational establishments and a number of secondary specialized schools: 11 specializing in music, four specializing in cultural development, dance or art and one specializing in library science. Every year, the education system produces over 1,000 specialists with higher education and over 2,000 with secondary specialized education. Courses for cultural workers are taught by over 2,000 teachers, including 174 Candidates of Sciences and 10 Doctors of Sciences.

55. A programme for the musical and aesthetic education of children and young people is in the process of implementation. It calls for expansion of the network of music schools and art schools and for an increase in the numbers of children attending them. The curriculum has also been changed to allow more time for the teaching of literature and art appreciation.

56. Article 27 of the Byelorussian Constitution provides that "the State shall concern itself with the protection, increase and extensive use of cultural treasures for the moral and aesthetic education of Soviet people and for raising their level of culture". This provides favourable ground for the development of the population's creative activity. There are some 30,000 different groups with 330,000 members in the Republic's official club system alone. The number of amateur arts groups is growing every year. This is due in a considerable measure to the organization of festivals of popular culture and Republic-wide competitions of village art.

57. The Republic has drawn up an integrated plan for the aesthetic education of the population up to the year 2000. Among its major components are:

The establishment of a continuous system for education in the arts, improvement of educational processes in pre-school institutions and general-education schools, and raising of children's awareness of the arts and development of their creative capacities;

The establishment in regional and district centres of the Republic, on the basis of the general-education schools, of schools with an emphasis on music, art, architecture or dance.

58. The programme for the aesthetic education of the adult population is no less extensive.

59. Naturally, the development of popular culture requires a comprehensive programme for the improvement of the material base. While capital investment during the eleventh five-year plan averaged between 15 and 18 million roubles a year, the State allocated 37 million roubles in 1988 and approximately 50 million roubles in 1989 to the construction of cultural institutions alone. It is planned to increase the volume of work on the restoration of monuments seven-fold by comparison with 1985.

60. In addition, the Byelorussian SSR is a consistent advocate of the complete implementation of the provisions of the Concluding Document of the Vienna Meeting on co-operation and exchanges in the field of culture. It maintains cultural ties with more than 40 countries.

61. The Republic is an active supporter of the expansion of contacts between leading figures in science and culture, of the intensification of exchanges of films, books, art works and performers and of the fruitful scientific, industrial and economic co-operation needed for the development of cultural facilities.

62. Like Byelorussian plays, works by west European playwrights and writers from socialist countries have a prominent place in the repertoires of Byelorussian theatres. There are, for example, plays by William Shakespeare, Bernard Shaw, Charles Dickens, John Galsworthy and other British authors and some 20 works by French writers. In the field of opera, there are productions of works by Verdi, Gounod, Bizet and Massenet.

63. Hence, the provisions of the relevant articles of the International Covenant on Economic, Social and Cultural Rights are fully observed in the Byelorussian SSR.